

EXPLORE BOWHUNTING

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GLASSING FOR GAME

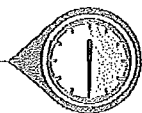
ACTIVITY
14

ACTIVITY SNAPSHOT

Use binoculars to learn how to locate animals from a distance.

ACTIVITY TIME

30 minutes



WHAT YOU NEED

- Glassing for Game Worksheet on Page 83
- 10 natural materials of varying sizes, such as an antler, a turtle shell, or anything already visible, such as a flowering tree, a specific bush, or 3-D targets
- 10 non-natural materials of varying sizes, such as a beach ball, stuffed animal or Frisbee, all of which would be easily seen in a natural area
- Binoculars or 2 toilet-paper tubes per student, and masking tape

GEAR UP

You glimpse movement. Is it an elk or leaves blowing in the wind near a rock? To get a better look, you need to use binoculars or a spotting scope before planning your next move. In this activity students practice how to use binoculars to find objects in the field.

TALKING POINTS

“Glassing” is a technique in which you use binoculars or a spotting scope to find game animals from a distance. Once an animal is located, a hunter plans how to quietly approach it while staying hidden as much as possible. This technique is commonly used where the habitat is more open, with few trees and brushy vegetation. Glassing is also used in other habitats for scouting before or during hunting season, or to simply enjoy watching wildlife.

It's important to know how to use binoculars and spotting scopes to find game animals you're hunting. Here's a quick how-to on binocular use:

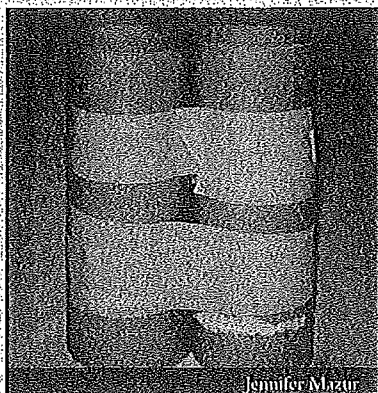
- 1 Adjust the distance between the eyes. Hold the binoculars up to your eyes and hinge them to the proper width for your eyes. Too much or too little gap and you will see a black spot or two images. You will know it's correct when it feels comfortable against your eyes and you see only one image.
- 2 Next, find an object in the distance, such as a lamp post or hole in a tree, and adjust the center focus until the object is clear. Close your left eye and use the right eye focus to make the image clear again. Finally, open both eyes and again use the center focus to make the image crystal clear.
- 3 Practice using your eyes to mark the object you want to study more closely by staring at the object and *lifting the binoculars to your eyes*. This way, the object will be easier to find through the lenses. Once locating the object, use the center-focus adjustment to make the final focus.

GETTING READY

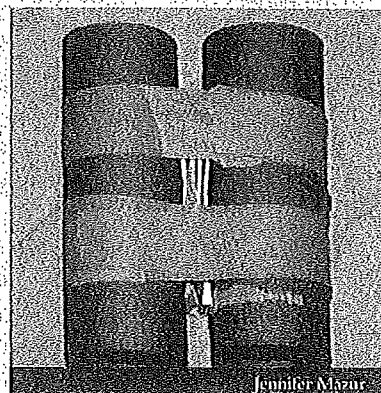
Locate an area to randomly place the non-natural and natural materials. If you are using actual binoculars, place items farther out than if you are using toilet-paper binoculars. Fill out the worksheet with items the students are required to find with the binoculars, and make copies for class.

Depending on class time, make the toilet-paper binoculars before class or prepare materials for students to make on their own. Tape two tubes together to form the binoculars, and wrap the masking tape horizontally around both tubes to secure them. If more space is needed between the eyes, fold a piece of paper and place it between the tubes before taping them together.

Educator's Note: If you do not have access to actual binoculars for your students, use the toilet-paper binoculars. The point of this exercise is to familiarize students with seeing objects in a limited field of view. It will also help them become accustomed to pulling the binoculars to their eyes without losing sight of their target. Magnification is not necessary.



Taped toilet-paper tubes



Taped toilet-paper tubes with folded paper

LET'S GET STARTED

- 1 Have the class practice using the binoculars. Raise the binoculars to your eyes while continuing to look at the object in front of you.
- 2 Give each student a worksheet.
- 3 Have students line up at least 100 feet from the objects they are trying to find.
- 4 Instruct students to find all the items. Allow 10 minutes to complete the worksheet.

ENRICHMENTS

- 1 Have three students dress in camouflage clothing and position them in an area. The remaining students try to spot them with the binoculars.
- 2 Allow students 10 minutes to look for birds in the area. Instruct them to look for identifying characteristics such as color, beak shape or feather markings.

DISCUSSION QUESTIONS

- 1 Did you find all of the objects?
- 2 What objects were more difficult to find? Why?

EDUCATOR'S RESOURCES

- 1 Krenz, Bill. "What You Need to Know About Bowhunting Optics," *Bowhunt America*, July 2010, pp. 30-37.
- 2 McNally, Bob. "Fail-Proof Tactics for Whitetail Bowhunting." *Woods and Water Press*. 2006.
- 3 National Bowhunter Education Foundation at www.bowhunter-ed.com.
- 4 Stonehouse, Jeff. "Patterning Pronghorns," *Bowhunting World*, August 2010, Vol. 59 No. 5 pp.40-49.

YOU CAN'T GET ANY CLOSER THAN THAT!

ACTIVITY
4

ACTIVITY SNAPSHOT

Play a game that requires students to quietly walk up on another student. Perfect this important skill for hunting.

ACTIVITY TIME

30 minutes

WHAT YOU NEED

- One hula hoop or rope
- Spray bottle
- Blindfold

GEAR UP

American Indians prepared their children for adulthood by playing games to teach them life skills. Many games prepared children for hunting. One was a stalking game that involved approaching animals silently. The winner was the one who slapped the animal on the rump. This was an important skill because their bows, at the time, were not accurate at long distances. The lesson that follows is a modern take on this old game.

Educator's Note: This activity focuses on stealth and the importance of using your ears to detect other living things near you and approaching you, and being aware of your surroundings. Your students will be trying to walk up on another student, much like American Indians tried to walk up on an animal. If the student can hear people approaching, then wildlife could hear someone approaching, too. Stress to your students that these stalking skills take practice to perfect.

GETTING READY

Locate a large space outdoors that creates noise as students walk. For example, a leafy forest floor or a gravel parking lot.

LET'S GET STARTED

- 1 Explain to your students that they are going to play a game that helps them listen to their surroundings and approach animals quietly.
- 2 Teach students how to stalk:
 - When stalking, you should place the heel of your foot on the ground and then roll your foot to the toe.
 - It's also important to bend your knees and keep your legs flexed. Walking stiff-legged or moving in a rigid, upright position makes more noise and allows animals to detect your movements.
 - Have the students practice this a few times.
 - Try it on a blacktop or gym floor where it is easy to be silent.

➤ Next, go outside and try it where there are leaves or gravel.

- 3 To play the game, choose a student to be the "deer."
- 4 Lay the hula hoop or rope on the ground in the middle of the area you chose.
- 5 Put the student playing the "deer" inside the hula hoop or rope. Give the student a spray bottle and blindfold them.
- 6 Have the students surround the "deer" about 20 yards away. They will try to get close to the "deer" without being detected.
- 7 When you say "go," the students begin to approach the "deer" silently. Students cannot run up to the "deer."
- 8 If the "deer" hears any sounds, he or she should turn in that direction and spray the water bottle at what they heard.
 - The "deer" cannot continuously spray. They can only squirt in the direction of sounds they hear.
- 9 Students squirted with water must return to the starting line and try again. See if anyone can creep up on the "deer" and tap them on the shoulder without getting sprayed. How many times did it take? Who got closest?

ADAPTATIONS

If you are indoors:

- 1 Have students wear bulky winter coats and boots, or rain clothing or nylon pants (any clothing that makes noise).
- 2 Lay a large plastic tarp on the floor, making it more difficult to move quietly.
- 3 Arrange desks and chairs so students must maneuver around and climb over them to reach the "deer."

ENRICHMENTS

- 1 If indoors, arrange desks and chairs so students must maneuver around and climb over them to reach the "deer."
- 2 If outdoors, use an area with obstacles such as shrubs, downed trees or playground equipment.
- 3 Have students approach while wearing bulky winter coats and boots, or with rain clothing or nylon pants (any clothing that makes noise).

DISCUSSION QUESTIONS

- 1 Where was it easy to hear people approaching?
- 2 Which habitat type made it hardest to hear others approaching?
- 3 Did your footwear make a difference? *Answer: Soft-soled shoes made it easier to walk quietly.*
- 4 Why must you be quiet when you are hunting or trying to watch wildlife? *Answer: Animals spook easily if they hear unfamiliar noises. Being quiet is essential.*
- 5 Should you be quiet when approaching your blind or tree stand? Why? *Answer: Yes, you don't want animals to hear unfamiliar noises and avoid your area. Stay silent and they will keep visiting the area.*
- 6 When would you most likely use stalking techniques while hunting? *Answer: In Western habitats that are more open and vast, making it more difficult to sit and wait.*
- 7 Do you use stalking techniques in all habitat types? *Answer: No, some habitats, such as Eastern deciduous forests, are not "stalking friendly." There is too much leaf litter and undergrowth to work around, making it difficult to move easily and silently to get within range of animals.*